

Regular Meeting
UNI FACULTY SENATE MEETING
02/12/18 (3:30- 4:20 p.m.)
Mtg. # 1804
SUMMARY MINUTES

1. Courtesy Announcements/Call for Press Identification

Having just returned from a AASCU (American Association of State Colleges and Universities) Conference, Provost **Wohlpart** reported that the UNI-hosted break-out sessions on Peer Mentoring and Civic Engagement/Service Learning were well received and that new ideas gleaned there could be implemented at UNI. (See transcript pages 4-5)

Faculty Chair **Kidd** commented on recent discussions with students regarding faculty tenure and plagiarism. (See transcript pages 5-12)

Faculty Senate Chair **Walter** welcomed Senator Sara **Smith** from the Department of Technology to the Faculty Senate.

2. Summary Minutes/Full Transcript of the Jan 22. 2018 meeting

**** (Gould/O’Kane) Passed.**

3. Consideration of Calendar Items for Docketing

1367 Eliminate using transfer credit in calculating cumulative GPA.

**** (O’Kane/Hesse) Passed.**

<https://senate.uni.edu/current-year/current-and-pending-business/eliminate-using-transfer-credit-calculating-cumulative-gpa>

1368 Invitation for seat at the table to United Faculty.

**** (Stafford/Burnight) Passed.** <https://senate.uni.edu/current-year/current-and-pending-business/invitation-seat-table-uf>

1369 Request for Consultation on UNI Mental Health Counseling Progress and Status.

**** (Gould/Choi) Passed.**

<https://senate.uni.edu/current-year/current-and-pending-business/request-consultation-uni-mental-health-counseling-progress>

1370 Consultation on the Dean of Students position.

**** (Strauss/Zeitzy) Passed.** <https://senate.uni.edu/current-year/current-and-pending-business/consultation-dean-students-position>

1371 Program Suspension of the Doctorate of Industrial Technology.

** (Zeitz/Burnight) Motion to docket and discuss today.

<https://senate.uni.edu/current-year/current-and-pending-business/program-suspension-doctorate-industrial-technology>

1372 The Spring 2018 Revised Curriculum Handbook.

** (Mattingly/Burnight) <https://senate.uni.edu/current-year/current-and-pending-business/spring-2018-revised-curriculum-handbook>

4. No New Business

5. Consideration of Docketed Items

1253 (Cal. 1366) Emeritus Request, Wilson-Joseph L., Assoc. Prof. of KAHHS.

** (Burnight/Zeitz) Passed.

<https://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-wilson-joseph-l-assoc-prof-kahhs>

1254 (Cal. 1371) Program Suspension of the Doctorate of Industrial Technology.

** (Zeitz/Varzavand) Passed; one abstention.

<https://senate.uni.edu/current-year/current-and-pending-business/program-suspension-doctorate-industrial-technology>

#1250 (Cal Item #1361) Faculty Handbook Committee Consultation.

<https://senate.uni.edu/current-year/current-and-pending-business/faculty-handbook-committee-consultation> For April 9 Meeting.

6. Adjournment 4:20 (Strauss/O'Kane)

Next Meeting:

Monday, Feb. 26, 2018

Rod Library (301)

3:30 p.m.

Full Transcript follows of 32 pages includes 1 Addendum

Regular Meeting
FULL TRANSCRIPT of the
UNI FACULTY SENATE MEETING

Feb. 12th, 2018

Present: Senators Ann **Bradfield**, John **Burnight**, Seong-in **Choi**, Lou **Fenech**, Faculty Senate Secretary Gretchen **Gould**, Senators David **Hakes**, Tom **Hesse**, Bill **Koch**, James **Mattingly**, Amanda **McCandless**, Steve **O’Kane**, Faculty Senate Vice-Chair Amy **Petersen**, Senators Jeremy **Schraffenberger**, Sara **Smith**, Gloria **Stafford**, Mitchell **Strauss**, Shahram **Varzavand**, Faculty Senate Chair Michael **Walter**. Also: Provost Jim **Wohlpert**, Associate Provost Patrick **Pease**, Associate Provost John **Vallentine**, Faculty Chair Tim **Kidd**, NISG Representative Tristan **Bernhard**.

Not present: U.N.I. President Mark **Nook**, Senators Peter **Neibert**, Nicole **Skaar**.

Guest: Becky **Hawbaker**.

CALL TO ORDER

Walter: Okay Senators, let’s get started. First, I want to start off by asking for press. Any press here—Fourth Estate? Seeing none, let me take a minute before I forget to thank Amy (**Petersen**) for handling the reins last time around. She did splendidly. [Applause] A practice run. President **Nook** is not here, but he gave a rather lengthy evaluation of our general budgetary condition this morning at the Cabinet meeting, and we got some new information, so I’ll let you guys look that up at your leisure. There is a possibility that things might be improving a little bit, but the whole budget matter is still being debated on the Hill. So, Provost

Wohlpert? Remember the Alamo? You're here.

Wohlpert: So we just returned from the American Association of State Colleges and Universities Conference, Patrick (**Pease**) and I, that's why we're in jeans and purple pullovers. [Laughter]

Walter: You look just fine.

Wohlpert: It's an association of regional comprehensive universities; schools that are very much like us. One of the things that's interesting if you go to an AAC&U meeting, (American Association of Colleges and Universities), which focuses on the Liberal Arts, General Education, there's R1's, [Research One institutions] there's privates there, and there are like schools that are like, "We did this and it cost us a million dollars to implement." We're like, "Why are we listening to this?" but AASCU institutions are very much like UNI, so it was very powerful. I think we walked away with three or four things that we could implement and do differently right off the bat, which was really, really fun. We had two presentations there which were very well attended; people were very excited about. One was on our Peer Mentoring Program, and the other one was on Civic Engagement, the work we do with the Service Learning Institute and Civic Engagement, which was really well received. So that was a lot of fun. The only thing I have to offer to you today as Michael (**Walter**) has told me to say is, "Remember the Alamo." [Laughter] I've got nothing else. I've been getting about five or six hours of sleep.

Mattingly: What is the name of that organization?

Wohlpert: It's called AASCU, so it's American Association of State Colleges and Universities, and a lot of the AASCU institutions started as Normal schools, like us,

so probably 50%. There's a large minority population. There's good heavy emphasis on access. So institutions very, very similar to us.

Walter: So who usually attends their meetings, administrators or faculty or...?

Wohlpart: They have two sets of meetings. One is for presidents, and the other one is for provosts or Academic Affairs administrators. So it's almost always Academic Affairs administrators. AAC&U is attended by Academic Affairs Administrators and faculty. That one is a broader conference.

Walter: Faculty Chair **Kidd**, what do you have to say?

Kidd: Hi.

Walter: Hi Tim (**Kidd**)

Kidd: Sorry. I got a chance in the last few weeks to meet with some student groups, and there were two things that were, I guess kind of a concern that they brought up, that I thought was kind of interesting. One, they had asked me—this is more of an informational—I had a session on Academic Freedom & Tenure, and just what did tenure imply, and what were the actual protections of tenure. You know, you can't just do anything you want. But the students--that kind of led to a kind of like a bitch-fest, I would say, about professors and about the impact of student evaluations on the behavior of professors. One of the things that came up was "Well, do these things do anything?" And one of the immediate snap-back comments from another student was "No, I've had the same professor for three classes and it's exactly the same thing every time." I thought that was interesting—the accountability of feeling the frustration of accountability for academics, and I didn't have any great answers for them of course, but I thought

that was something that might bear a discussion, especially as we talk now about having feedback in evaluation for Department Heads, and what does that mean. The ideas behind why is this accountability useful, and what form should it take? We also had a discussion on what are some things besides the performance of a professor that could have an impact? For example, grades, G.P.A., like how easy or hard is a professor viewed—things like that. And not necessarily the grade itself, but the view of the student's own performance. So that was one thing that came up. The other thing that's come up that I thought was interesting was plagiarism, and not from a professor point of view, but actually from a student point of view. And how plagiarism has a negative impact on other students. I thought that was very interesting, and it worried me. I guess I've had some experience in my own classes, and also experience with other professors I know. Of course, I think students might be ahead of the professors in terms of how to find things online. I've been noticing that for about a decade as people have had online tests, and I've been amused as my students in my research lab perhaps have talked to each other. And I don't say anything, because I don't hear these conversations, right? They talk like, "They think that you can't cheat on this online test because you can't open another web browser, so we had two computers." Of course. And just the naiveté I thought was kind of surprising. And also just...I personally did a study of one class about cheating on online homework tests or quizzes, and I could make the grades go up or down like a sinusoidal, if I felt like it, just on how I worded the questions. So same question, just different wordings. But I was surprised to hear students talk about it, as in to the point where not just one, but a few students had brought it up, about either affecting their own grade because someone else had cheated, or just that they felt it was...you know, they

didn't feel good about it, because they didn't feel like the professor wouldn't do anything about it. I do know in my own experience that professors do feel pressure from other people, not to report plagiarism at the higher levels. That has something that I know occurs. For example, I've reported plagiarism along the policy that we have and I like doing that. I think it's important to do so. But I know some people feel pressured not to, and there are different reasons for that. It's hard to prove sometimes, and also sometimes I think people feel like they're afraid to, as in they're afraid of the impact it could have on their program if they decided that some number of students were cheating. So anyway, I think these are some topics that I'd like to explore further with some people and I'll figure out how when I set that up, but if you have anything to speak with me on those two issues, I'd be very excited to hear it. Thank you.

Zeitz: So you're saying that the students were concerned because when they knew that somebody else was cheating, that it had a negative impact on them?

Kidd: It could, yeah.

Zeitz: Is that because you're grading on a curve? Or, just because they feel it's unfair because they've done all this work and somebody else passed something or submitted something that was plagiarized in the past?

Kidd: Both. And even if something's not graded on a curve, there's always a curve. Right? Like, I don't know how you grade, but I mean everyone has a grading...they do their best to be objective, but if the class has a whole bunch of really high grades, I couldn't imagine me being a little tougher on the final exam. It's just pure instinct. Not spite. Not on a personal level, right? Like, "Wow, there

are a lot of 'A's' in this class, maybe I should make a harder assignment. You know what I mean? These kinds of things that you do to adjust for a class. I don't know what students would think about that, but my thought was, 'Yeah, if you got a percentage of students who were getting perfect scores that really shouldn't be,' that can shift the grading scale of the class.

Zeitz: Have you heard anything about students using Quizlet? Students are taking online quizzes and they're putting them up on Quizlet.com?

Kidd: There's a lot of places to put up answers. There's a Java site. I know Physics, but if I look at any test-bank kind of question, I can find the answer pretty fast. Or, like you say, Java Applet. It solves it for you.

Zeitz: Okay. Thanks.

Koch: Were these students in your classes or did you get students to come talk to you?

Kidd: I met with some different groups of students.

Strauss: Which groups were they, Tim (**Kidd**)?

Kidd: I can't tell about that. I can't talk about that.

Strauss: They were secret groups?

Kidd: No.

Strauss: You sound like...

Kidd: They were not secret. I can say that the group that I talked extensively about the tenure and that kind of stuff, that was an Honors class; an Honors Symposium. But I don't want to talk about who I met with about plagiarism

because it's too easy for anything to get back about people. I can talk about my class. Yeah, I've had students either plagiarize homework off each other or off the Internet. I've had students plagiarize papers and typically, if the assignment is worth a certain value, then I would bring it up. One of the main impacts on me for example was that I had a class of eight people and had three people mark me down as being an incredibly terrible professor: I caught three people cheating. I'm not surprised I had three people say that I was terrible.

Strauss: I've done work on academic honesty. In fact, I founded an honor system at Kansas State University, and if you look at the association—I can't remember their name, that tracks academic honesty, I think the results last time I looked at them were two-thirds of students in schools like ours cheat at least once. A quarter of them cheat repeatedly, and so trying to find these sites or Applets, it's like Whack-A-Mole. You have to go at it a different way.

Kidd: Yes.

Strauss: You have to institutionalize the sense that this is a place where honesty is valued. In fact, I brought before this group, I forget—it was ten-plus years ago, and I worked on it with a committee; it was part of the ADP program. We went through NISG. We actually had a Senate-approved academic honesty system, one that revised this one. It was an honor system, but the administrators killed it. So, there have been attempts in the past that tried to remediate cheating and improve the sense of academic honesty on this campus, but it's a really tough sell.

O'Kane: Mitch (**Strauss**) I think we worked on that for a year at least.

Strauss: Yeah, we did. You worked with me. I remember, Steve (**O'Kane**).

Wohlpart: Have we sacked those administrators? [Laughter]

Strauss: They're all gone.

Walters: What year that would have been do you think?

Strauss: Steve, (**O'Kane**) do you remember?

O'Kane: I would... you know what...

Strauss: It was before the cows came home.

O'Kane: It was more than nine years ago.

Zeitz: The National Association for Academic Integrity?

Strauss: Provost **Lubker** was still with his hands on the levers, and Julia **Wallace** was dean of my college so you could track it back that far.

Walter: So, might I assume there would be minutes for that?

O'Kane: Do you have those Mitch (**Strauss**)? Do you have the minutes?

Strauss: Do we not have a record of the Senate?

Walter: There would be. Gretchen (**Gould**) says 'yes.'

O'Kane: We produced a whole bunch of documents.

Strauss: Oh, yeah.

Walter: Should you petition to bring this up again, it might be good to gather all that.

Strauss: We could look at it again, but the system we put together really responded very quickly and responded in a very preemptory fashion. It was aggressive in terms of how cheaters...

O’Kane: But very fair.

Strauss: Very fair, too. Absolutely.

Walter: Well, if you’d like to petition to revisit this, it would certainly...

Strauss: You know I was so beaten up by that process that I’m still suffering prost traumatic stress syndrome [Laughter]. It took me a lot just to bring this up here. I would be happy to consult with whoever wants to petition.

Kidd: Students brought this up.

Strauss: If we entertained this in a serious manner, I think we could dig it up and reconsider the merits of the system, and see if you want to do it.

Walter: Or maybe figure out why it was rejected.

Strauss: It added a response layer of bureaucracy to achieve, beyond the...

Wohlpart: And the administration turned that down? [Laughter]

Strauss: You would think that a new opportunity to put another Vice-Provost in would be...

Walter: How tempting would that be?

Wohlpart: Touché.

Strauss: Don't get me going in that direction.

O'Kane: Was it Hans **Isakson** who chaired that committee, or was it you?

Strauss: Hans (**Isakson**) was intimately involved in it. Yeah. But I can't remember. It's been so long ago you know. I love reading books I read back then, it's like a brand new book. [Laughter]

Walter: Okay, thank you for those comments.

Strauss: Don't put that in the minutes.

Walter: (and others): It's there.

MINUTES FOR APPROVAL

Walter: So, the minutes for the January 22nd meeting; again thanks Amy (**Petersen**) for that, were posted on the 29th and I'll need a motion to approve those minutes. Moved by Senator **Gould**, seconded by Senator **O'Kane**. Any discussion on those? Corrections et cetera? One minor correction I made on those, but the revised ones have been posted. Okay, no discussion, then I'll call for a vote. All those in favor of approving the minutes for January 22nd, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? None? The motion passes.

Walter: Comments from me: I kind of jumped the gun. I wanted to make sure that I personally welcomed Sara **Smith**. Welcome. You came last time, right? Okay. From Technology? I didn't get a chance to meet you, so welcome aboard.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Walter: So, I have six different items up here to go from the Calendar to

Docketing, and two of them are going to require comments from our Associate Provost, and it will probably necessitate moving one of these to the top of the order, so I think I actually want to start with [Agenda] Item e: 1371: Program Suspension of the Doctorate of Industrial Technology. These have all been posted with their background materials, but maybe I can get Associate Provost **Pease** to comment a little bit on the schedule for this.

Pease: Do you mean, related to asking for it to be docketed and voted on today?

Walter: Yes. The hurry-up basically.

Pease: I can just go through the program; what we're doing here if you like. The Department of Technology is asking for a reduction/suspension of enrollments in the D.I.T. [Doctorate of Industrial Technology] program. They're looking to create a gap in the student—this is not a termination—they're looking to create a gap in the enrollments to give themselves some space to review the program, and make some modifications without having students that would be going through two different curricula at the same time. So, looking to be able to phase some students out of the current one, make some changes—at least review the program, and see what they're going to do with it, and then bring students in again. What's driving this is in 2001 and 2009 APR reviews--external reviewers, had commented that there were a lot of problems with the program. They haven't been able to make progress on that yet, and so they're really looking to tackle that now. They're currently at four students, so this is not a big impact. This would be fairly easy to take the gap period and take a review, and go ahead and teach those four students out, before they see what they can do with the future students. The kind of things we're looking to doing is reviewing the actual market

for students with a D.I.T.; modernizing the curriculum, they want to develop marketing plans, or look at what a successful marketing plan might look like, and take a look at the sustainability of the budget that they have. So, this is coming along a little bit quickly, and I'm asking on behalf of Technology to have this docketed and then voted on today, and the reason for that has to do with getting it through the Board of Regents for approval. The department didn't I don't think realized until they began to talk to me in late fall semester that in order to do this—this was something they were thinking about, but they didn't realize that they needed Board of Regents approval in order to reduce or suspend their enrollments. So, it wasn't really part of the normal curriculum cycle. But I talked to them, and we agreed that we could move this along fairly quickly so that they could become in compliance. They could do what they want to do and still be in compliance with the Board of Regents, and so in December—I think it was around December 13th, the Department of Technology voted in favor of the action. January 15th, the CHAS Senate approved this. Then on January 26th, the GCCC convened and approved this. So, we've moved this along pretty quickly in the process, and the reason that we've done that is that we want to get this on the COP [Council of Provosts] meeting next week before the Board of Regents. It turns out, to get anything through the Board of Regents, there's actually a three-step process, and those steps happen in sequential meetings, and so if we can get this on the agenda for next week, then we can get it to the ASAC meeting in April and have it voted on by summer. The point is, it sounds like a long time, but the point is to have it done and completed and approved before the fall semester when these students would not be coming into the program.

Wohlpart: So, just to let you all know, the acronyms: It's the Council of Provosts

first. We vote on it there, and then it goes to the Academic and Student Affairs Committee, which is a subcommittee of the Board of Regents. Then it goes to the Board of Regents. We used to actually do two of those steps at one meeting. We do Council of Provosts one night and the next day would be ASAC (Academic and Student Affairs). It was only two meetings to get something through. Those meetings have now been shuffled, and so now it takes three Board of Regents convenings to get something through curriculum. Hugely problematic.

Pease: I think they remember at the beginning of the year I brought programs in and asked for them to be docketed and voted on. That was the normal cycle, and again, that was to get them through those three steps so they could be approved by the end of last semester. So that's the point, so if it's approved here, we can move it along to Council of Provosts next week.

Walter: Okay. That doesn't sound so difficult. It will be a little bit out of order, so I think what I'd like to propose now is that we hear a motion for Calendar Item 1371, Program Suspension of the Doctorate of Industrial Technology—was there other wording that you prefer?

Pease: No.

Walter: The Doctorate of Industrial Technology to move that in as Calendar Item 1254, which will put it at the head of the others on the Calendar list today. Do I hear a motion for that? Moved by Senator **Zeitz** and seconded by Senator **Burnight**. Any discussion on this? You guys understand this came up as an unexpected item and it's kind of a hurry-up, but hopefully you don't mind this too much. No discussion? I'll call for a vote. All those in favor of moving Calendar Item

1371, Program Suspension of the Doctorate of Industrial Technology in at the top of the Docket, 1254, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? None. The motion passes. Okay. Thank you. I appreciate your cooperation with that. Let's see, we have starting—going back to the top of the Calendar Items, we have Number 1367, Eliminate Using Transfer Credit in Calculating Cumulative G.P.A. This would be a petition by Dr. **Kidd**. Do you want to comment a little bit on this as we move it in or, do you want to wait until it ends up being docketed?

Kidd: We've already talked about it. The things that I've learned since bringing that up have been that some people might want to have the G.P.A. of the classes come in. That's fine. It just seems like it's very confusing for everyone to have three different—or two different kinds of cumulative G.P.A.'s.

Walter: Definitely.

Kidd: And it does seem like, even there is some confusion on the websites, it does seem like the people are hearing the appropriate G.P.A. but again because of confusion on websites, what is what. Students are confused. I have been confused. That's all.

O'Kane: It seems to me that the problem is not that we're using outside G.P.A.s to do calculations. It seems to me the problem is the way G.P.A.s are being reported. So I wonder if really that's the solution: We need to get that standardized across whatever webpages that people are looking at, and it needs to be crystal clear.

Kidd: Yeah, I just don't see a reason even to calculate cumulative G.P.A. with outside credit. That's just my opinion. Exactly. It needs to be very clear, and so I don't see the bonus of calculating that at all.

O’Kane: It does. One might want to know: How has this student done through their career?

Kidd: Well then you can take a look at a transcript. It’s on there. I’m not saying “Hide the transcript, or hide the transfer G.P.A.,” I don’t see the point in calculating it, because again, even when it’s calculated now, you’re not using the entire transcript. You’re only using those grades which go towards a degree. So it’s not even like you’re seeing the whole external class—everything they took. You’re seeing which of those classes are being used to award degrees that are obtained at UNI, and combining that with the UNI classes, and it’s not being used to determine if you go on probation or determine if you graduate. You know what I mean? I mean I don’t know what the point of it is.

O’Kane: It seems to me that if I’m looking at a job candidate and they have a degree in biology, and they’ve brought in some grades from outside of biology, but only those grades the Registrar and the department of course said will count towards biology. So that G.P.A. then is a snapshot of their grades in biology.

Kidd: From that institution. Yes.

O’Kane: I’m saying any courses that are accepted into that major should be counted.

Wohlpart: Towards the cumulative G.P.A.?

O’Kane: Towards the cumulative G.P.A. Courses that are not accepted, right. But I want to see a G.P.A.: How did this person do in biology? And really when I look at that other transcript, I don’t know which of those courses that U.N.I. would

accept.

Pease: Because the articulation isn't really that clear.

Kidd: I'll tell you that we accept a course in physics that I don't think that we should either (a) accept, because the quality control is not there, and I definitely don't think I would accept the grade. And that's from my—I don't have any opinion of what's done in biology.

O'Kane: Yeah. I think that's a different discussion. One that I've thought for years we should have.

Kidd: We do not have control over what classes we accept. That's done at the Board of Regents level.

Walter: So, to have a really thorough discussion on this, we need to move it as a docket item as opposed to having that right now.

Kidd: This is a discussion we should have, right?

Walter: It is. We will have this discussion at some point.

O'Kane: I move that we move it to the regular docket. I'm going to vote 'nay' on it but...[Laughter]

Walter: I accept Senator **O'Kane's** motion to move Calendar Item 1367 to the Docket as Item 1255. Do I have a second on that? Senator **Hesse**, seconds. All in favor, please indicate by saying, 'aye.' Opposed, 'nay.' Abstentions? The motion passes. Next, we have another Tim **Kidd**-sponsored Calendar Item 1368. That's for being so active.

Kidd: We try.

Walter: Invitation for a Seat at the Table for United Faculty by Tim **Kidd**. Any comments on that, but not too long?

Kidd: No.

Walter: Well honestly, the information behind the short text on this has been posted, so do I have a motion to move Calendar Item 1368 onto the Docket? Senator **Stafford** moves. Senator **Burnight** seconds. All in favor of moving this item, Invitation for a Seat at the Table for United Faculty, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? None. The motion passes. That's 1256.

Walter: So the next one in order, Calendar Item 1369, Request for Consultation on UNI Mental Health Counseling Progress and Status, by Paula **Knudson** and Shelley **O'Connell**, Carol **Geiger**, presenting on this at some point. We probably won't get to this today, but we'll try. Well, I'll schedule a particular date with this. I'm not clear exactly when this is scheduled. They're not here, so that would kind of decide that. This would come in as Docket Item 1257. Do I have a motion to move this item onto the Docket? So moved by Senator **Gould**, second by Senator **Choi**. All in favor of moving Calendar Item 1369 in as Docket Item 1257, please indicate by saying 'aye.' Opposed, 'nay.' Abstain? None. The motion passes, 1257.

Walter: Calendar Item 1370, Consultation on the Dean of Students Position. Do we have comments from Administration at all on this?

Wohlpert: Leslie **Wilson** [sic **Williams**] is leaving and is going to Cal State Channel Islands I think. No, not Channel Islands—Monterrey Bay, so the Vice President for

Student Affairs, Paula **Knudson**, would like feedback on different ways to organize that office.

Walter: Right. Paula (**Knudson**) contacted me on this and had us put this up as a petition, Calendar Item 1370. So do I have a motion for this consultation to come in as Docket Item 1258? Moved by Senator **Strauss**, seconded by Senator **Zeitz**. All in favor please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? None. The motion passes.

Walter: Okay, we did the program suspension already, and now the last item 1372, The Spring 2018 Revised Curriculum Handbook. This would come in as Docket Item 1259. John (**Vallentine**), did you want to comment on that a little bit?

Vallentine: So referring to the Faculty Handbook?

Walter: Yes, sir.

Wohlpert: No, this is the Curriculum Handbook.

Walter: I'm sorry. I misread that entirely.

Wohlpert: No, you're good. That has already been docketed for April.

Walter: Alright, so it's a separate issue. Okay. Sorry about that folks.

Pease: At the end of each normal curricular cycle, the UCC and GCCC review and reflect on the Handbook and the policies. What this represents, you'll have time to read it between now and ...I'm not asking for this to be voted on today, so you'll have time to read it. These are really updates for the schedule the years—the years change. Sometimes the dates things are due change. Sometimes it's

some of the changes are documentation of informal procedure. Things that we do but realize they weren't written down. Some things are clarifications of processes where maybe we saw a lot of things come in; a lot of errors or a lot of problems that came into programs, and so we just wrote some things into the Handbook to help the programs out. So this is really just an annual update, and it's all red-lined so it's easy to find where the changes are.

Walter: Thank you. Good. Now if someone would help me reset this computer so it doesn't go off every five seconds, I would really appreciate some technical help with that maybe. It's probably a Windows function. I'd like to shoot for that later. Okay, so for Calendar Item 1372, do I have a motion to move that in as Docket Item 1259 in order? Moved by Senator **Mattingly**. Seconded by Senator **Burnight**. All in favor of moving the Spring 2018 Revised Curriculum Handbook in as Docket Item 1259, please indicate by saying 'aye.' Opposed, 'nay.' Abstentions? None. The motion passes.

NO NEW BUSINESS

CONSIDERATION OF DOCKETED ITEMS

Walter: Alright, that jumps us to the top of the Docket, which is pretty simple. We have an Emeritus Request at the top of the Docket. I'm not skipping anything, am I? Emeritus Request for Joe **Wilson**, Associate Professor of KAHHS. I don't have the text that accompanied this emeritus petition, but it has been posted. Would anybody like to say anything about Dr. **Wilson**?

Petersen: Would you like me to read it?

Walter: Have you got it right there? Thanks. Please do.

Petersen: [Reads] “Dr. Joe **Wilson** served as an Associate Professor in the School of Kinesiology, Allied Health and Human Services from 1985 until his retirement in 2017. During his time at UNI, he made a difference in the lives of his students and the respect of his peers. He was a tireless advocate for students and therapeutic recreation and leisure. Dr. **Wilson** and his legion of volunteer students were especially involved in Special Olympics. This year marks the 50th year that he has served as a volunteer leader and cheerleader for the Special Olympics. Dr. **Wilson** was a superb colleague who will be missed by all who knew him.”

Walter: Any other comments on Dr. **Wilson**?

Mattingly: Amy, (**Petersen**) how many years did you say he was involved in the Special Olympics?

Petersen: Fifty years.

Mattingly: I thought you said fifty. That’s pretty incredible.

Walter: That’s amazing service.

Petersen: I was looking to see if Peter (**Neibert**) was here today.

Zeitz: Chair **Walter**, would you like to know how to redo the ‘sleep’?

Walter: How about after the meeting? I’ll keep touching it. Thank you though. I appreciate that. Okay, so do I have a motion to pass as docketed, Item 1253, the Emeritus Request by Joe **Wilson**? Senator **Burnight** moves, seconded by Senator **Zeitz**. All in favor of conferring the emeritus status to Professor Joe **Wilson**, please indicate by saying ‘aye.’ Opposed, ‘nay.’ Abstentions: None. The motion passes. Thank you. So what ended up at the top of the Docket was this: The Doctorate for Industrial Technology. Again, we had a little misunderstanding as to deadlines and

we're just trying to move this through so it can make it to the proper committees and the Board of Regents meeting next week and be on their docket for April. Is that correct?

Pease: Yes, for the next step—for the ASAC meeting in April. It has to be through the Council of Provosts before that to be on the agenda for ASAC.

Walter: So we moved this to the top of the Docket to get it through kind of in a hurry. So, is there any discussion on this?

Mattingly: I would just like to confirm with Shahram (**Varzavand**) is from Technology?

[Others add: And Sara (**Smith**)]

Mattingly: This was a non-controversial issue in your department?

Varzavand: Long pause. The program –The program is being...I'm looking for the right words. The program has been kind of limping along for the past couple of years, and it requires perhaps an overhaul of some sort or another. I was surprised at the question you asked because usually a lot of the curriculum in our department is unilaterally decided by our department head, so that's why I was just surprised that somebody was asking about it.

Mattingly: I'm asking only because it's being moved through rather quickly and I'm a little nervous about moving it through without hearing from someone from the department that this is something the department wants.

Varzavand: Well perhaps the best course of action would be to ask for the minutes of the meeting for that.

Pease: Which meeting are you talking about? The department meeting?

Varzavand: Correct.

Pease: That would be unusual. We never see departmental minutes at this level. That's why they're not included in here. That's just not the normal procedure.

Strauss: The indication though was that there wasn't complete agreement. As I read here between the lines, and that we might be railroading this thing through against some of the wishes of the faculty. That's what it sounds like, but that may not be true.

Pease: I wasn't at that meeting, but what I have is that the department approved it. The CHAS Senate approved it, and GCCC approved it. Now, if any of those votes along the way are not unanimous, that is probably not unusual.

Strauss: I heard that (with all due respect) I heard the statement that curriculum changes are done unilaterally by the department head. Did I misunderstand that? I hate to put you on. That doesn't sound healthy to me.

Fenech: But ultimately, they're not talking about getting rid of the program, they're just talking about pausing it, so they can overhaul it.

Strauss: I did also hear the term "limping along," So perhaps...

Fenech: It's time to put a splint on it.

Strauss: Being a former department head, sometimes you have to take those kind of actions to get things to move forward.

Koch: With four candidates, it sounds like it's a rather...not too much energy or not too many people in it. So, has there been more candidates?

Varzavand: Actually, the four candidates are what it is I know of. That they are actually pursuing their degrees.

Koch: But in prior years, there's been more candidates?

Pease: Not many. I checked the enrollments today to confirm that it was four. I think the enrollments have been single digits for a number of years now. I don't know how far back, but at least for a few years they've been single digits.

Petersen: [reads] It says seven applications this year. Five in 2016; ten in 2015.

Strauss: Those are applications?

Pease: Not all of those applications have translated to students.

Petersen: [reads] Enrollment has been seven in 2017, eight in 2016, seven in 2015, one in 2014.

Koch: See part of that could be that the curriculum itself is not attractive to students.

Varzavand: It's not curriculum alone by itself, but the amount of stipend which is available to the students. It has been reduced from six and a half over the years to half or one recently, and you can obviously obtain some students through obtaining a grant and writing your grant, but it's not going to be a sustainable amount, because if you don't have a stipend for the students, less students will be applying to the program. That should be very obvious.

Walter: So is it your impression that this is being slowed down in terms of enrollment in an effort to improve it for the students?

Varzavand: Enrollment: Not necessarily due to the curriculum, but also due to the other factors, including the assistantships available to students.

Strauss: Patrick, (**Pease**) What would be considered a healthy enrollment for a Ph.D. program at UNI? Is there a ballpark?

Pease: We don't have any Ph.D. programs, but we have an Ed.DD that is close to 100 students.

Strauss: Okay, so this is a doctorate, excuse my expression. What would be a healthy enrollment for a doctorate program?

Pease: Again, we have two: One is at four and one is close to 100. So pick a number in between there. Obviously, these are expensive programs. I don't know what the magic number is to make it healthy and cost-effective, but single-digits, around four, probably are not there.

Strauss: Probably ten minimum I would say, if not more.

Pease: All of you know that doctorate programs are expensive to run. They're intensive and they're expensive.

Bernhard: Are there any other institutions in the State that offer this doctorate?

Pease: I don't think there are.

Mattingly: There was a departmental vote, and the vote passed to suspend the program. Is that correct?

Varzavand: I cannot recall, but I believe so, because it requires some form of overhaul. All the faculties are involved in the doctoral program, and so their participation for yes or no is more desirable, then they abstain from it, so there

is... It brings a question to mind why there are people who abstained. But as I said, I don't recall the number of votes so on and so forth.

Choi: What is the benefit of keeping the expensive programs? You said that keeping doctoral programs are expensive, so what is the benefit of keeping it instead of closing it?

Pease: They're not asking to close it. They're just asking to suspend enrollments while they can take a look at it.

Strauss: I still think that's a fair question.

Varzavand: They may not have done the cost analysis on it. But if they do the cost analysis, it's probably not as expensive as it appears to be because for many years, faculty taught an extra class without compensation to just keep it alive. Those records are available of course.

Walter: Other comments? Other questions?

Strauss: To summarize then, I hear that this program wants to be suspended to re-evaluate the curriculum and consider what is in the curriculum. Yet I hear that one of the primary causes of the low enrollment is a reduction in financial support and stipend for the students. So, are you just re-arranging the deck chairs on the Titanic?

Schraffenberger: Well part of the justification here is describing efficiencies like looking for online or hybrid forms of classes that they don't currently have. So they do describe a number of other non-curricular fixes that they're looking at.

Strauss: So it's more than rearranging chairs on the Titanic?

Schraffenberger: It might be different chairs, different decks. We don't know. More boats.

Hesse: They wanted a new marketing plan too, to attract more students.

Varzavand: I'm not opposed to suspending it at all, but to be re-evaluated, but as we I think in general, my opinion, as we start to spin off programs, especially the doctoral and master's programs, then the question remains: Is this institution a college or is it a university? Understanding what constitutes a college, what constitutes community college, and what constitutes university? So I know over the years we have had master's programs end up to be discontinued and so on, so just a comment.

Walter: A good comment. Very much worth thinking about. So I'll entertain a motion for a vote on this. Moved by Senator **Zeitz**, seconded by Senator **Varzavand**. All in favor of passing Program Suspension of the Doctorate of Industrial Technology, Docket Number 1254, please indicate by saying 'aye.' Nay, indicate by saying 'nay.' Abstentions? The motion passes with one abstention, Sara **Smith**.

Walter: So that moves us to our—Tim **Kidd** has left the building, so that moves us to the Transfer Credit question.

[murmurs of dissent]

Walter: That's for next meeting? Oh, okay. They're all docketed. So I don't see any others that we can discuss as Docket Items at this point. The invitation for a seat at the table? We can talk about that one. United Faculty is represented.

Petersen: And she brought cookies.

Walter: She brought cookies. That's very important.

Hakes: Every one of these has to be docketed for two weeks. We scooted one forward to talk to about, but we're misinterpreting what docketing is. These are docketed now. We can't talk about them now. So people on our campus can...

Walter: We can make more information available.

Hakes: That's what docketing is.

Walter: I stand corrected.

Strauss: It's nothing personal, Michael (**Walter**). It's just business.

Walter: It means that we can end this meeting a little earlier though. [Laughter]

Strauss: One final comment, I do recollect that Michael **Licari** was Chair of the Senate back when this august group passed that honor system.

Walter: I'm sorry. What point are you addressing?

Strauss: When we were talking about the Honors System.

Gould: I found the transcript. I'll send it to everybody. It was like April something, 2006.

Walter: About the plagiarism idea. Yeah.

Strauss: Actually, Academic Honesty is a better way to express it.

Fenech: I hope you don't mind, but I'd like to ask a question here about a territory that is new to me. Indulge me for a minute, please. I'm the secretary of my department and I take the minute meetings, and there have been issues—I just can't write fast enough because we have rather contentious meetings, and so I

want to digitally record the minutes and then transcribe them the way we do here. How do I go about doing that? Do I have to put that to a vote in the department? Would anyone have some insight for me? I'd really appreciate it.

Walter: I'm honestly not even familiar enough with how we pay Kathy to do this to tell you the truth. [Laughter] Somebody else picks up the tab for that, Provost **Wohlpert?**

Wohlpert: Yes. We pick up the tab. We have a contract with Kathy to do that work.

Walter: So you probably have to ask to hire a transcriptionist.

Fenech: No, no, no, I'm happy to do it. I just want to ask how do I go about?

Wohlpert: I think you'd have to get permission of everybody in the room. You'd have to get everybody to agree that you could record it, and there are transcription machines that you could step on a pedal and then step off and you can type and things like that.

O'Kane: Voice recognition now, too.

Wohlpert: If you have voice recognition, but you'd have to recognize everybody's voices in the room.

Fenech: I beg your pardon do I have to get the permission of all of the faculty members? And if one or two choose not to be recorded, do we not just record at all? Would anyone know?

Schraffenberger: I would suggest putting it to a vote for your by-laws; your department's by-laws.

Fenech: Thanks for your help. Sorry to trouble you with that.

Walter: If anybody objects to that, it's their right to be left out. Either that or you could learn to write really fast.

Fenech: Thank you everyone.

Walter: Everything that we've moved onto the Docket is going to get a wait, and do we have any other comments? Shameless plugs or anything else that needs to be brought up today?

Strauss: I move to adjourn.

Walter: I was waiting for that. Motion to adjourn by Senator **Strauss**, second by Senator **O'Kane**. We're done.

Submitted by,

Kathy Sundstedt

Administrative Assistant/Transcriptionist

UNI Faculty Senate

Next Meeting:

Monday, February 26, 2018

Rod Library Room 301

3:30 p.m.

Addendum #1

Letter of Support for Emeritus Request of Dr. Joe Wilson by Dr. Mick Mack

Mick G. Mack, PhD

Interim Director

School of Kinesiology, Allied Health and Human Services

Dr. Joe Wilson served as an associate professor in the School of Kinesiology, Allied Health and Human Services at the University of Northern Iowa from 1985 until his retirement in 2017.

During his time at UNI, Dr. Wilson made a difference in the lives of his students and earned the respect of his peers. He was a tireless advocate for his students in therapeutic recreation and leisure. Dr. Wilson and his legion of volunteer students were especially involved with Special Olympics. This year marks the 50th year that he has served as a volunteer, leader, and cheerleader for Special Olympics. Dr. Wilson was a superb colleague who will be missed by all who knew him. Thank you for your many years of service to the University and community.